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ABSTRACT

Noting evidence of continuity and progression in young children' thinking, this book explores the promotion of high-quality thinking and action in children ages 3 to 5 years. Some thoughts about children from birth to 3 years and from 5 to 8 years of age are also included as part of the discussion of continuity in teaching and learning. Throughout the book there are examples of children's talk, action, representation, and thinking to illustrate some aspects of their schemas, to demonstrate their capacity as learners, and to suggest ways of developing practice in the education of young children. These examples were drawn from observations made over a 10-year made mostly in nursery education settings and homes. The four parts of the book deal with young children's learning processes, their patterns of behavior and learning, schemata and the development of knowledge and understanding, and the implications of these processes for early childhood education. The chapters are: (1) "Thinking about Young Children Learning"; (2) "Questions about Schemas"; (3) "Consistency, Continuity and Progression in Young Children's Learning"; (4) "Schemas as Consistent Patterns of Behaviour: Studies of Three Children"; (5) "Children's Developing Understanding of Mathematical and Scientific Ideas"; (6) "Patterns of Literacy"; (7) "Stories: Nourishing Children's Thinking"; (8) "A Curriculum for Thinking Children"; (9) "Working with Parents"; and (10) "The Roles and Responsibilities of Educators." Contains 101 references. (MOK)

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